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ABSTRACT

This guide explores the key issues in the development, sustainability, and effectiveness of after-school programs including before school, weekends, and summers, and identifies federal strategies to promote effective programs. The first part of the booklet presents the core elements of an effective after-school program, noting that programs should: (1) be based on research on early adolescent development; (2) emphasize social relationships by encouraging a family-like atmosphere; (3) encourage parental involvement; (4) be developed for and by youth and tailored to specific community and neighborhood needs; (5) be flexible, fun, culturally relevant, and linked to activities that capture adolescents' interests; (6) provide food; (7) have clear rules for membership; (8) collaborate with local community organizations; (9) be safe and accessible to all youth; (10) provide linkages to schools; and (11) offer a wide array of services. The second part proposes federal strategies to promote after-school programs, suggesting that the federal government can provide leadership in supporting such programs for young adolescents through supportive legislative and innovative funding mechanisms. The appendixes provide an overview of selected federally-supported after-school programs and a list of organizations that are useful resources for youth professionals expanding their programs during the out-of-school hours. (AA)

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CONSULTATION ON

AFTERSCHOOL PROGRAMS

CARNEGIE COUNCIL ON ADOLESCENT DEVELOPMENT
CARNEGIE CORPORATION OF NEW YORK SEPTEMBER 1994

This working paper is an edited version of presentations made at the Consultation on Afterschool Programs, held April 22, 1993. Allyn M. Mortimer prepared the summary of the Consultation. The paper does not necessarily reflect the views of the Council or Carnegie Corporation.

An abridged version of *A Matter of Time: Risk and Opportunity in the Out-of-School Hours*, upon which this Consultation was based, is available free of charge from the Council.

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CONTENTS

INTRODUCTION 4

CORE ELEMENTS
OF EFFECTIVE AFTERSCHOOL PROGRAMS 5

FEDERAL STRATEGIES
TO PROMOTE AFTERSCHOOL PROGRAMS 8

APPENDIX A 12
FEDERALLY SUPPORTED
AFTERSCHOOL PROGRAMS FOR YOUTH

APPENDIX B 26
AFTERSCHOOL PROGRAMS FOR YOUTH:
SELECTED RESOURCES

APPENDIX C 30
PARTICIPANTS' CONSULTATION ON AFTERSCHOOL
PROGRAMS

INTRODUCTION

During the past few decades, dramatic social changes have profoundly affected the daily lives of young adolescents. Instead of safety in their neighborhoods, adolescents often face physical danger; instead of economic security, they face uncertainty; instead of intellectual stimulation, they face boredom; in place of respect, they are neglected; lacking clear and consistent adult expectations for them, they feel alienated from mainstream American society.

Families and communities have generally become less able to support adolescents. Lacking a vision of a productive adulthood and constructive activities to engage them during their out-of-school hours, many young adolescents veer into another course of development. Some jeopardize their health by using tobacco, alcohol, and other drugs. Some engage in premature, unprotected sexual activity, which the presence of AIDS now renders deadly. Some commit acts of crime or live in neighborhoods where fear of violence pervades their daily lives.

Three pivotal institutions—families, schools, and a wide range of community organizations—are being called on to expand opportunities for young adolescents (particularly those young people living in low-income neighborhoods) during the out-of-school hours. The potential of community-based, extended school-day programs to meet the needs of American youth is yet unrealized and of great current interest.

The Carnegie Council on Adolescent Development organized a one-day consultation on April 22, 1994, to explore the key issues in the development, sustainability, and effectiveness of afterschool programs (including before school, weekends, and summers), and to identify federal strategies to promote effective programs. A challenge now facing the federal government is how to expand these programs systematically and to assure that high quality programs are accessible to young people nationwide.

CORE ELEMENTS OF EFFECTIVE AFTERSCHOOL PROGRAMS

WHETHER AN AFTERSCHOOL PROGRAM IS LOCATED IN A NEIGHBORHOOD SCHOOL OR COMMUNITY FACILITY, EFFECTIVE PROGRAMS INCLUDE THE FOLLOWING KEY ELEMENTS.

- Programs should be based on **RESEARCH ON EARLY ADOLESCENT DEVELOPMENT**, including identification of the effects of participation in youth development programs, and on a thorough **ASSESSMENT OF COMMUNITY NEEDS AND EXISTING SERVICES**.

- Programs should emphasize **SOCIAL RELATIONSHIPS** by encouraging a family-like atmosphere. This is especially critical to young adolescents who have limited opportunities to experience the support and guidance of their families. Responsible and caring adults, who are nonjudgmental and who can provide positive role models, should hold leadership positions in programs and be available to adolescents on a sustained basis.

- Programs should encourage **PARENTAL INVOLVEMENT** by creating opportunities for parents to participate at all levels. In school settings, parents must feel that they are part of the school, not only the guardians of their children, and receiving direct benefits themselves, such as job skills and English and citizenship classes. One innovative middle school in New York has 1,350 adolescent students, and 1,100 parent students who participate in a variety of classes (English as a Second Language, cooking, aerobics) with their adolescents. These shared experiences support closer family relationships and contribute to academic achievement.

- Programs should be developed **FOR** and **BY YOUTH** and tailored to specific community and neighborhood needs. Those programs that involve young people in all aspects of program development, including day-to-day planning, show the most promise. Young people's contributions to the program and their communities should be regularly recognized and rewarded.

- Programs should be **FUN, FLEXIBLE, CULTURALLY RELEVANT, AND LINKED TO ACTIVITIES THAT CAPTURE ADOLESCENTS' INTERESTS**, such as sports and recreation, drama, business, fine arts, cooking, or academics. Programs need to be flexible enough to be able to respond to adolescents' requests to integrate specific activities, as they occur, into the ongoing program.

- Programs should **PROVIDE FOOD** (snacks) to attract young people as an occasion for relaxation and socializing as well as promoting sound nutrition.

- Community-based programs should have **CLEAR RULES FOR MEMBERSHIP** — for example, no drinking, drug use, gang membership, and provide emblems of membership, for example, T-shirts, hats, or other means of identification.

- Programs should **COLLABORATE WITH LOCAL COMMUNITY ORGANIZATIONS** to provide an opportunity for young people to have educational experiences in their neighborhoods or communities. Programs that are connected to both the formal and informal educational systems in their communities are strengthened by these linkages. For example, jobs and employment skills classes — learning by doing — are often in high demand. The "Workforce Program" in Cambridge, Massachusetts, and youth development programs in science museums are examples that provide meaningful employment experiences for young adolescents.

- Programs should be **SAFE AND ACCESSIBLE** to all youth. They should be located in safe, easy to reach settings that are close to home and open to all youth who seek them out. Programs in school facilities during the afterschool hours may have an advantage of providing such an environment, but must be year-round operations and open during the evenings, weekends, and vacations to accommodate fully young peoples' needs. Community recreation services, provided by parks and recreation departments, are a particularly valuable resource for children and youth living in high-risk neighborhoods because they can offer safe places to play and an alternative to involvement in delinquent behavior.

- Programs should **PROVIDE LINKAGES TO SCHOOLS** as a way to keep young adolescents interested in learning. Providing a high quality curriculum with clear cycles of assessment, feedback, and evaluation that meets adolescents' needs is essential for success.

- Programs should offer a **WIDE ARRAY OF SERVICES**, including primary health care services — substance abuse prevention, mental health services, and family planning services — that facilitate healthy development. They should provide transportation and child care to enable adolescents to have genuine access to these services.

FEDERAL STRATEGIES TO PROMOTE AFTERSCHOOL PROGRAMS

SEVERAL FEDERAL DEPARTMENTS ALREADY SUPPORT AFTERSCHOOL PROGRAMS FOR YOUTH. SOME OF THESE PROGRAMS, IN THE U.S. DEPARTMENTS OF HEALTH AND HUMAN SERVICES (HHS), HOUSING AND URBAN DEVELOPMENT (HUD), JUSTICE, DEFENSE, EDUCATION, AGRICULTURE, AND INTERIOR, ARE BRIEFLY DESCRIBED IN APPENDIX A. EFFORTS ARE UNDERWAY TO CONSOLIDATE FUNDS FROM SMALLER PROGRAMS AND TO COORDINATE ACTIVITIES DIRECTED TOWARD THE PREVENTIVE POTENTIAL OF AFTERSCHOOL PROGRAMS THROUGHOUT THESE FEDERAL AGENCIES. THE 1994 CRIME BILL INCLUDES A SIZABLE AMOUNT OF FUNDS FOR AFTERSCHOOL PROGRAMS AND PROVIDES AN OPPORTUNITY FOR INTERAGENCY COLLABORATION AND THE EXPANSION OF PROGRAMS NATIONWIDE.

The federal government can play an important role in supporting the expansion of afterschool programs for adolescents. The federal government should consider the following options:

SUPPORT THE PLANNING AND COORDINATION OF YOUTH DEVELOPMENT PROGRAMS THAT PROVIDE SERVICES TO YOUTH AND FAMILIES AT THE COMMUNITY LEVEL, ESPECIALLY THOSE THAT REACH OUT TO LOWER-INCOME FAMILIES.

When state governments are responsible for distribution of federal funds, they should furnish "roadmaps" to guide community spending, and should work closely with community leaders in developing programs that meet the needs of adolescents. Investing in local initiatives offers an opportunity for communities to assess their needs and assume primary responsibility for operating youth programs.

STIMULATE PARTNERSHIPS AMONG STATE AND LOCAL AGENCIES AND AMONG LOCAL PROGRAMS, AND DESIGNATE PRIMARY RESPONSIBILITY FOR FISCAL ACCOUNTABILITY AND QUALITY CONTROL TO EITHER STATE OR LOCAL AGENCIES.

Opportunities to support afterschool programs for youth through funding mechanisms that stimulate collaborative program development should be identified; those that exist, must be expanded, as appropriate. Title V of the Juvenile Justice and Delinquency Prevention Act of 1974, as Amended, for example, provides incentive grants for local delinquency prevention programs through state advisory groups. A Youth Development Fund could be created to receive money from various federal government funding streams and to award grants directly to community organizations. These organizations would be required to establish partnerships possibly consisting of schools, health agencies, youth-serving organizations, and other local entities. The community organizations could be required to provide matching funds as an indication of their commitment to serving youth. This approach would help to build local capacity for developing a range of models for delivering quality before and afterschool programs to youth; and reinforce the notion that prevention efforts cannot be effectively directed by public agencies alone. Citizens, private businesses, non-profits, and public agencies must work together.

REDUCE FINANCIAL BARRIERS TO EFFECTIVE DEVELOPMENTALLY APPROPRIATE PROGRAMS.

Existing programs find their services diminished by targeted funding for prevention of pregnancy, violence, substance abuse, and school dropout. Often they are not designated as appropriate providers of such services. One approach to reducing financial barriers to effective developmentally appropriate programs is to enact legislation that allows for consolidation of categorical funding streams for community-based programs for youth.

SUPPORT MULTIPLE-YEAR FUNDING OF AFTERSCHOOL PROGRAMS WITH APPROPRIATE REPORTING AND ACCOUNTABILITY MECHANISMS.

Afterschool programs often require several years to become established and additional years to produce results. The most successful programs are invariably those that have served youth for many years and maintain supportive relationships with young people. Multiple-year funding of programs, however, is often difficult to obtain from funders and effective programs must compete for a limited pool of money.

REQUIRE ACTIVE YOUTH INVOLVEMENT IN PROGRAM DEVELOPMENT AND IMPLEMENTATION.

Program developers in community settings should talk with and listen to young people as they design activities and interventions. Frequently the kinds of programs that young adolescents say they want is what experts say they need, i.e., addressing the developmental tasks of adolescence, and responding to the needs of youth: health and physical well-being, personal and social competence, cognitive or creative competence, vocational awareness and readiness, and leadership and citizenship. The challenge is to offer young people concrete and meaningful ways to contribute to their community, school, family, and peers, thus helping them feel important, respected, and competent.

WORK TOWARD ATTRACTING FUNDS FROM PRIVATE SOURCES, PARTICULARLY FOR THE DEVELOPMENT OF PROGRAMS AT THE COMMUNITY LEVEL.

In collaboration with private funders, the federal government can promote capacity-building within communities to enable them to address a broad range of issues associated with healthy youth development. Small planning grants awarded to community-based programs as they begin to assess their needs and develop linkages to local agencies and organizations can be timely and in the long run, a cost-effective strategy, in supporting well-conceived and implemented programs.

- *Staff Development.* Program staff should be trained to work with young adolescents. Youth leaders range from a former gang member to a psychologist or a physician. Consensus has not been reached about whether formal training and accreditation should be required for youth leaders. The federal government could support efforts to prepare youth workers through exploration of alternative education and voluntary certification systems.
- *Research and Evaluation.* The federal government can support research and evaluation of afterschool efforts. Demonstrating a program's effectiveness is essential when organizations apply for funds for afterschool programs. It is difficult to demonstrate that afterschool programs for adolescents are producing measurable outcomes because there is little consensus on what those outcomes should be. Some of these outcomes may not be measurable until years later, e.g., high school graduation, noninvolvement in the criminal justice system.

CONTRIBUTE TO THE OPERATIONAL COSTS OF ESTABLISHING AND SUSTAINING AFTERSCHOOL PROGRAMS, INCLUDING COSTS OF TRANSPORTATION, FOOD, STAFF DEVELOPMENT, AND EVALUATION.

Both families and schools lack the time and resources to attend to the needs of the young adolescent. As a consequence, many adolescents are now growing up without some essential ingredients for healthy development. American youth have a great deal of unscheduled, unstructured, and unsupervised time, often in the out-of-school hours. Youth organizations, including the large national organizations and the independent grassroots organizations that are not affiliated with a national structure, provide an opportunity to build adolescents' capacity to make constructive use of this time. The federal government, in particular, can provide leadership in supporting afterschool programs for young adolescents through supportive legislative and innovative funding mechanisms.

FEDERALLY SUPPORTED AFTERSCHOOL PROGRAMS FOR YOUTH

Youth organizations and community-based youth development programs, particularly those that sponsor afterschool programs, can provide young adolescents with social support and guidance, life-skills training, positive and constructive alternatives to gangs, and opportunities for meaningful contributions to the community.

The following materials provide an overview of selected federally-supported afterschool programs. This compilation is *not* a comprehensive list of existing federal programs, but is designed to give the reader an indication of the range and diversity of programs sponsored by the government. The following programs contain (or conceivably could contain) an afterschool component. To our knowledge, there is no national guide to federally-supported afterschool programs. The original compilation of these materials was prepared by Marsha Renwanz, Special Assistant, Office of Juvenile Justice and Delinquency Prevention, U.S. Department of Justice, for the Carnegie Council on Adolescent Development's Consultation on Afterschool Programs. Some of this material was reprinted from *Targeting Youth: The Sourcebook for Federal Policies and Programs* by Janet R. Reingold and Beverly R. Frank, Reingold & Associates, Inc., for the Charles Stewart Mott Foundation, 1993.

DEPARTMENT OF AGRICULTURE

COOPERATIVE EXTENSION SERVICE

The Cooperative Extension Service (CES), established by legislative mandate in 1914, is a national educational network designed to use scientific knowledge, research, and education to help people improve their lives and make practical decisions on issues critical to the economic, social, and environmental progress of all Americans. Linking the

education and research resources and activities of federal and state governments, local communities, and land-grant universities, CES identifies and addresses national priorities. CES provides funding to states through a formula grant program, and through land-grant institutions, for educational and technical assistance. Legislation provides a formula for distributing funds to states based on farm and rural population. Fiscal Year (FY) 1993 priorities for funding land-grant institutions include adolescent pregnancy, nutrition, and health. In FY 1989, an estimated 25 percent of CES' total federal budget of $361 million was dedicated to programs focusing on adolescents. In FY 1992, approximately $420 million in federal funds were appropriated for CES-based programs, including the following.

4-H YOUTH DEVELOPMENT

4-H programs engage youth, volunteers, state land-grant universities, state and local governments, and the USDA in assisting youth to acquire knowledge, develop life skills, and form attitudes that will enable them to become self-directing, productive, and contributing members of society. 4-H conducts enrichment and instructional activities in a number of interest areas including: animals and poultry; plant science and crops; mechanical science; natural resources; economics, employment, and careers; citizenship and community involvement; leisure and cultural education; energy; health and safety; individual and family resources; communication arts and science; and food and nutrition. About 5.7 million five-to-nineteen-year olds from over 3,000 counties participated in 4-H programs in 1991, along with approximately 650,000 teen and adult volunteers.

YOUTH AT RISK INITIATIVE

This initiative is a coordinated effort to provide the most vulnerable youth with educational and community-based prevention and intervention activities. Local communities identify the problems facing their young people and play a critical role in designing and implementing programs to address these problems. In FY 1991, $7.5 million in federal funds allowed the creation of 70 programs nationwide in three target areas: school-age child care and education; reading and science literacy; and coalitions for high risk youth. In FY 1992, an additional $10 million helped sustain and strengthen existing programs as well as create 25 new programs. Another $10 million was appropriated for the initiative in FY 1993.

HOME ECONOMICS AND HOME NUTRITION

This program's goal is to strengthen families through education, with special emphasis on reaching families with limited resources. It provides national leadership to family-focused education programs to help individuals and families develop competencies to become healthy, productive, financially secure, and environmentally responsible members of the community. The Home Economics and Home Nutrition program also provides leadership to the Family Development and Resource Management program, which focuses on the management of resources, including money, time, textiles and apparel, housing and energy; strengthening individual and family relationships; providing quality care for children; and maximizing the independence of the elderly.

EXPANDED FOOD AND NUTRITION EDUCATION PROGRAM

This program provides training to paraprofessionals and volunteers who teach food nutrition information and skills to low-income families and youth. The goal of the program is to assist low-income families in acquiring the knowledge, skills, attitudes, and behaviors necessary for maintaining healthy diets. The program uses a standardized curriculum for both adults and youth that includes information on choosing healthy foods, meal planning, food safety, and storage. Youth programs offer additional topics such as fitness, avoiding substance abuse, and home safety. In FY 1991, over 230,000 families and 480,000 youth participated; many of the programs target pregnant teenagers to reduce the risk of low birthweight due to inadequate nutrition.

YOUTH DEVELOPMENT INFORMATION CENTER

The center was created in 1988 by the Extension Service and the National Agricultural Library to provide information services to youth development professionals who plan, develop, implement, and evaluate youth programs. The center maintains a collection of books, journal articles, dissertations, reports, curricula, and other resources relevant to youth development. In collaboration with the Extension Service, the Center is developing the Child, Youth, and Family Education and Research Network, an electronic communications network and information management system. Along with the National Society for Fundraising Executives, the center is also planning to develop a database on funding sources for youth service organizations.

The Office of the Assistant Secretary of Defense for Personnel and Readiness is responsible for providing oversight for a full range of educational, social, cultural, recreational and athletic activities that promote healthy development and transition to adulthood of children of military families around the world.

YOUTH PROGRAMS

The Office of Family Policy, Support and Services was established by Public Law 99-145, and is the specific agency for developing youth policies and providing operational oversight to the Youth Programs for children grades 1 through 12. Each of the military services provides comprehensive programs and services to more than 950,000 school aged youth (6 to 18 years old) in 481 "Youth Centers" around the world. Programs are administered by approximately 3,000 paid staff members and over 100,000 volunteers. Most programs are community-based with the youth center serving as the hub for program direction and activities. Services vary across the military departments, but all strive to accomplish the same goals, which are:

To provide young people with lifelong coping skills, which promote and foster personal growth, self-discipline, social interaction, educational opportunities, and recreational skills; and

To prepare young people for citizenship and the world of work by combating peer pressure and boosting academic and individual achievement.

Programs common within the military services include: physical fitness and sports, positive youth development programs, social, cultural, and recreational programs, prevention programs focused on substance abuse, conflict resolution, and teen pregnancy, child abuse identification, job skills, summer and holiday camps, teen programs, before and afterschool programs.

In addition to providing services for military families, each military service coordinates a variety of outreach activities that offer military personnel opportunities to volunteer in the community. Many of these initiatives involve the collaboration of military services and public/private sector organizations, and many focus on youth. The Navy Personal Excellence Partnership Program, created in

1985, is an excellent example of this approach. This program was created to address the growing gap between the skills of young people entering the work force and the high tech requirements of employers, including the Navy. The program, which matches Navy volunteers with students in pre-school through grade twelve, collaborates with local schools and youth-serving organizations to promote partnerships to help young people become well educated, healthy, and fit citizens. Navy volunteers engage in a wide variety of activities with students including tutoring, conducting workshops, coaching, mentoring, assisting teachers in the classroom, setting up computer/science labs and conducting environmental conservation projects as part of community service projects. There are currently over 1,000 partnerships in the United States and abroad, involving more than 150,000 young people and 17,000 military and civilian volunteers. As the result of pooling of resources the partnerships and community service have been sustained over time.

DEPARTMENT OF EDUCATION

Congress has approved President Clinton's Goals 2000 educational reform proposal. Afterschool and "safe school" activities are likely to receive funding as part of this proposal.

SAFE SCHOOLS ACT

As part of Goal 6 of the National Educational Goals to create safe, disciplined, and drug-free schools, the safe schools provision of the Goals 2000 authorizes $50 million in 1994 for communities that demonstrate a commitment to safety and youth activities. Afterschool programs are eligible if they "provide safe havens for students" according to the legislation. Activities could include "cultural, recreational, educational, and instructional activities," mentoring, and community service. Other eligible activities are parent education, conflict resolution, peer counseling, and teacher training.

DRUG-FREE SCHOOLS AND COMMUNITIES

Established by the Drug-Free Schools and Communities Act of 1986, this program provides for the establishment of drug abuse education and prevention programs to be coordinated with community efforts. The FY 1993 budget was approximately $598 million. As part of the program, State Formula Grants are provided to governors' offices and state and local educational agencies to establish and improve drug education and prevention activities includ-

ing training programs for teachers, parents, and law-enforcement officials; referrals for rehabilitation; technical assistance to local programs; coordination of community efforts; and community-based programs for "high-risk" youth.

DEPARTMENT OF HEALTH AND HUMAN SERVICES

DHHS is responsible for administering child welfare programs, including the new family support and preservation entitlement program, child welfare services, foster care, and other related research and demonstration programs. It also administers a number of research, evaluation, and technical assistance programs that address a variety of health and social service needs of children and youth. These include research and evaluation demonstration programs focused on substance abuse prevention and treatment, HIV/AIDS prevention and treatment, mental health treatment, maternal and child health programs, and other health or social service programs. The following programs may provide support for afterschool programs for children and youth.

TRANSITIONAL LIVING PROGRAM

This program is designed to meet the more complex, long-term needs of homeless youth ages 16 through 21. Grants are used to develop and strengthen community-based programs that assist homeless youth in making a smooth transition to productive adulthood and self-sufficiency, and provide technical assistance to transitional living programs. A homeless youth is eligible to receive shelter and services for up to 18 months. Services include: information and counseling in basic life skills, interpersonal skills building, educational advancement, job attainment, and mental and physical health care. In FY 1994, over $11 million was allocated to support this program.

NATIONAL YOUTH SPORTS PROGRAM FUND

This program is designed to motivate disadvantaged youth living in areas of urban and rural poverty to earn and learn self-respect through sports instruction and competition. Youth are provided with information relating to career and educational opportunities, personal health, drug and alcohol abuse education, nutrition, free medical examinations, and meals. Funding is provided through grants made to the National Collegiate Athletic Association and the program is administered on college and university campuses across the country, and serves youth ages 10 to 16. In FY 1994, over $9 million was allocated to support this program.

HIGH-RISK YOUTH DEMONSTRATION GRANT PROGRAM

This program serves young people ages 3 to 20 and was designed to address individual and environmental factors that place a child at risk for using alcohol, tobacco, or illicit drugs. It also hopes to decrease the incidence and prevalence of drug use among high-risk youth, and identify and reduce factors in the individual, parents, or extended family, school, peer groups, and neighborhood that place youth at high risk for using drugs. In FY 1994, over $69 million was allocated to this program.

DRUG EDUCATION AND PREVENTION FOR RUNAWAY AND HOMELESS YOUTH PROGRAM

This program is designed to prevent and reduce alcohol and other drug use by runaway and homeless youth. The program awards research, demonstration, and service grants to public and private non-profit organizations. Priority is given to agendas which have experience serving young people. Projects provide individual, family and group counseling; develop and support peer counseling programs and community education programs; provide assistance to runaway and homeless youth in rural areas; provide training and information on drug abuse to providers; support research on the effect of drug use by family members and any correlation between such use and suicide or attempted suicide; and improve the availability and coordination of local service programs. In FY 1994, over $14 million was allocated to pay for this program.

DRUG EDUCATION AND PREVENTION PROGRAMS RELATING TO YOUTH GANGS

Most of these programs target youth between the ages of 10 and 16 years. For FY 1994, ten million dollars was allocated to this program, which is designed to prevent and reduce participation in youth gangs and drug-related activities. Grants are awarded to national, state, and local public and non-profit private organizations. Projects expect to increase understanding of why youth become involved in gangs and of gang formation and dynamics; demonstrate and assess effective measures for preventing further recruitment and involvement of at-risk youth in gangs and drug-related activities; and develop successful and replicable model approaches that prevent involvement in gangs and illegal drug activities.

RUNAWAY AND HOMELESS YOUTH PROGRAM

Over $35 million was allotted to this program in FY 1994. The program serves youth under 18 years of age who are away from home at least one night without parental permission. It supports local centers that provide immediate, crisis intervention services to runaway and otherwise

homeless youth and their families for up to 15 days. The goal is to promote family reunification or other positive placement and provide ongoing support services to stabilize youth. Grants are used to develop or strengthen community-based centers which are outside the law enforcement, juvenile justice, child welfare, and mental health systems.

DEPARTMENT OF HOUSING AND URBAN DEVELOPMENT

FAMILY INVESTMENT CENTERS

Family Investment Centers (FICs) award grants to public and Indian housing authorities to help them provide families with better access to education and employment opportunities that will ultimately help them to achieve economic self-sufficiency. FICs provide a vehicle for the integrated delivery of a wide range of supportive services, enhancing the prospects for community development in a number of ways including: child care, employment training and counseling, computer skills training, literacy training, and high school graduate equivalency services. FIC funds can be used to develop facilities for training and support services in or near public housing. Public agencies can use funds to renovate vacant units, common space, or facilities located near one or more of the developments.

HEAD START

The Office of Resident Initiatives has entered into an interagency agreement with the Department of Health and Human Services to bring Head Start to public housing communities. To expand this network, a joint effort, administered by HHS through the interagency agreement, provides opportunities for early childhood education and afterschool enrichment in or near public and Indian housing. Low-income parents and guardians now have the opportunity to take advantage of full-day educational programs, health screening, and supplemental nutrition services for their children. While children attend the full- or part-day child care provided by the program, parents or guardians can seek, retain, or train for employment. With these funds, Head Start grantees, resident management corporations, and resident councils can also develop "wrap around" child care services for their children in part-day programs by extending the hours of existing facilities or creating linkages with other providers in the community. In some cases, grantees will establish new child care facilities in communities that lack altogether these essential services.

YOUTH APPRENTICESHIP DEMONSTRATION PROGRAM

In conjunction with the Department of Labor, housing authority management, and Youth Corps organizations, the Office of Resident Initiatives will implement five to seven Youth Apprenticeship Demonstration Programs that will provide a ladder of opportunity to youth in public housing. The program targets young people who live in public housing facilities that received an Urban Revitalization Demonstration Program Grant. Through a combination of community services, self-sufficiency instruction, and union apprenticeship, the program ensures employment for successful graduates.

TENANT OPPORTUNITY PROGRAM

In response to recommendations from the Resident Advisory Committee and from resident groups and housing authorities across the country, the Office of Resident Initiatives is supporting the Tenant Opportunity Program, which provides funds to help residents acquire technical assistance with the skills required to address local needs. This program can fund technical assistance services related to such activities as starting and operating resident-owned businesses and economic development projects, expanding social services for residents, developing child care services or tenant patrols, running youth programs, establishing resident management entities, and developing the capacity to build and sustain a resident group.

AN AFTER SCHOOL PROGRAM FOR AT-RISK YOUTH IN LOS ANGELES

This program, which is a partnership between the public and private sectors, brings organized, afterschool activities to young people between the ages of 7 and 13, who live in public housing communities in Los Angeles. The program, which is coordinated by the local 4-H Council, is backed by the Los Angeles City Council, and draws on the resources of VISTA, the University of California, the Housing Authority of the City of Los Angeles, the Los Angeles Unified School District, HUD, and UNOCAL Petroleum Corporation. These partners contribute a total of $500,000 in funding for the activities at five public housing sites; the program expects to eventually grow into a $5 million project with multiple sites throughout the city. Youth who participate will receive homework counseling and tutoring; they will also have a chance to expand their horizons by completing 4-H projects in gardening, arts and crafts, computers, cooking, and photography. They will

also have opportunities for physical recreation and cultural activities. The program provides a nurturing environment for youth, bringing them into contact with caring adults who serve as role models, providing them with social and learning resources they may not get at home, and offering them a secure setting in which to develop their potential and become productive citizens. The hope is to replicate this program across the nation.

DEPARTMENT OF INTERIOR

YOUTH ENVIRONMENTAL SERVICE PROGRAM

The Departments of Interior and Justice have entered into a memorandum of understanding to support a program for the development of juvenile environmental programs on federal lands under the jurisdiction of the Department of Interior. Three pilot sites will initially participate in the program—Florida, Utah, and the District of Columbia. This innovative program is for young people who are neglected, abused, runaway, homeless, disturbed, "at-risk," and delinquent children and teenagers. It is designed to increase the capacity of states and local communities to effectively correct, treat, and rehabilitate adjudicated delinquents and "at risk" youth by implementing environmental conservation work programs on federally-owned environmentally sensitive land through the creation of a national partnership involving federal agencies, state and local juvenile justice agencies, and private not-for-profit agencies.

DEPARTMENT OF JUSTICE
OFFICE OF JUSTICE PROGRAMS

BUREAU OF JUSTICE ASSISTANCE

The Bureau funds a number of discretionary programs, including the following three.

BOYS AND GIRLS CLUBS DEMONSTRATION PROGRAMS

Over $2 million is earmarked to promote the establishment and continuation of Boys and Girls Clubs in public housing and other at-risk communities.

SAFE HAVENS

The Department of Education has transferred $1 million to the Bureau of Justice Assistance to support Safe Havens, which are multi-service centers where a variety of youth and adult services (including law enforcement, community services, basic and continuing education, health, recreation, and employment) are coordinated in highly visible and accessible facilities secure from crime and drugs.

Through its national Block Grant Programs, the Bureau of Justice Assistance supports a number of programs with an afterschool or recreation component, including: the Chinook Counsel of Campfire's public housing, gang and drug intervention program; the Cops summer canoe program run by Catholic Charities of the Archdiocese of St. Paul, Minnesota; the High Point (NC) YMCA's public housing and gang and drug intervention program; the Summer playground anti-drug recreation effort run by the Anne Arundel County (MD) police department; the Delaware state police Camp Barnes; the South Dakota Department of Corrections Custer Youth Forestry Camp for Chemical Dependency Treatment; and the City of Akron youth and neighborhood program.

The Bureau of Justice Assistance also supports grants and innovative partnerships, including the following.

OPERATION WEED AND SEED

This program is designed to "weed" out crime and gang activity from 31 target neighborhoods and then "seed" them with a variety of crime and drug prevention programs and human services. The program has a four part strategy: coordinated law enforcement; community policing; prevention, intervention, and treatment; and neighborhood restoration. The program has a $23 million budget.

TRAINING AND TECHNICAL ASSISTANCE

In FY 1994, over $2 million has been allocated for training and assistance in a variety of areas, including crime and drug abuse prevention, and gang prevention. Technical assistance in the area of afterschool activities or recreation could be encompassed under either of these categories.

PUBLIC/PRIVATE PARTNERSHIP AGAINST VIOLENCE IN AMERICA

In FY 1994, over $1 million will be allocated to a partnership between private and corporate foundations, DOJ, and other participants to address violence in America, particularly violence affecting children and youth.

COMMUNITY BASED PROGRAMS

Through four programs, approximately $5 million will be allocated in FY 1994 to different groups to perform a variety of tasks to strengthen relationships among citizens, law enforcement, and other private and public service providers and to develop community-based strategies to combat crime, violence, and drug abuse. The programs are: Community Drug Abuse Prevention Initiatives; National Training and Information Center—Communities

in Action to Prevent Drug Abuse; National Neighborhood Mobilization Program to Prevent Crime; and New England Community Policing Crime Prevention Partnership Training Initiative.

CHILDREN AT RISK PROGRAM

The purpose of this program, which is a joint venture between foundations, the Bureau of Justice Assistance, and the Office of Juvenile Justice and Delinquency Prevention, is to test a variety of intervention strategies for preventing and controlling illegal drugs and related crime and for fostering the healthy development of youth. Multidisciplinary, multiservice, neighborhood-based programs will be established to provide a broad range of opportunities and services to preadolescents and their families.

OFFICE OF JUVENILE JUSTICE AND DELINQUENCY PREVENTION (OJJDP)

The OJJDP funds a number of programs with recreation or afterschool components, including the following.

TITLE V DELINQUENCY PREVENTION PROGRAM

Congress has appropriated $13 million in FY 1994 for a new delinquency prevention program. As part of this program, community planning teams will conduct risk and resource assessments in order to evaluate what delinquency prevention programs are needed in their particular communities and will submit applications for federal funding for these programs. Afterschool programs clearly will be funded under this effort.

BOYS AND GIRLS CLUBS IN PUBLIC HOUSING

In partnership with HUD, OJJDP provided $300,000 to establish 17 Boys and Girls Clubs in public housing developments in FY 1993.

TARGETED OUTREACH WITH A GANG PREVENTION AND INTERVENTION COMPONENT

In FY 1994, OJJDP awarded Boys and Girls Clubs of America a $500,000 grant to continue to help prevent youth from becoming involved in gangs and to divert those in the early stages of gang involvement to more constructive programs. There are 81 existing sites; 25 new gang prevention and 6 intervention sites will be added this year.

RACE AGAINST DRUGS

In FY 1994 a $115,000 grant will be awarded by OJJDP to help fund this program, which involves drug awareness, education, and a prevention campaign designed to provide young people with an understanding of the dangers of drugs and the tools to live a non-impaired lifestyle.

MENTORING PROGRAM

As authorized in the JJDP Amendments of 1992, OJJDP awards three year grants to or in partnership with local education agencies for mentoring programs designed to link at-risk youth with responsible adults to discourage youth involvement in criminal and violent activity.

CITIES IN SCHOOLS

This interagency effort is designed to bring service providers into schools to serve along side teachers in a coordinated effort to keep youth in school. In FY 1993, OJJDP contributed $1.4 million to this program.

Grants and Partnerships are also supported by the Office of Juvenile Justice and Delinquency Prevention, and include the following special programs.

PROGRAM TO PROMOTE ALTERNATIVE PROGRAMS FOR JUVENILE FEMALE OFFENDERS

In order to address the unique problems faced by female juveniles, this grant provides $400,000 to fund four to six demonstration projects to serve the needs of female status offenders, delinquents, dependents, dropouts, and pregnant or teenage mothers. Each program includes specific components, such as training and education, life management and personal growth skills, job training skills, and community service.

SERIOUS, VIOLENT, AND CHRONIC JUVENILE OFFENDER TREATMENT PROGRAM

OJJDP awarded $500,000 to Allegheny County, Pennsylvania Juvenile Court, and $500,000 to the Department of Human Services in Washington, DC, to implement plans each developed related to strategies for dealing with juvenile offenders. The plans combine accountability and sanctions with increasingly intensive community-based intervention, treatment, and rehabilitation services. An additional $1 million will be awarded to two new sites to plan and implement a comprehensive treatment program.

INTEGRATED GANG PROGRAM

OJJDP is developing an integrated program, including demonstration projects, research projects, information dissemination activities, training programs, and technical assistance, to implement the Part D Gang-Free Schools and Communities/Community-Based Gang Intervention Program established under the 1992 Amendments to the JJDP Act. The program will be funded with a $2 million grant.

TEENS, CRIME, AND COMMUNITY: TEENS IN ACTION IN THE '90S

OJJDP operates this program in partnership with the National Crime Prevention Council and the National Institute for Citizen Education in the Law. OJJDP will contribute $1 million in FY 94 to the program, which is designed to focus the energies of young people in certain target neighborhoods toward constructive activities and to reduce crime and violence in their schools and communities.

NATIONAL INSTITUTE OF JUSTICE

The National Institute of Justice is evaluating a number of programs with afterschool components. A grant of $140,000 will enable the evaluation of the Youth Gang Drug Intervention/Prevention Programs in Seattle, Boston, and Pueblo (CO). In 15 cities, the Boys and Girls Clubs in Public Housing programs are being evaluated. Three of the comprehensive gang prevention programs—in Boston, Los Angeles, and San Francisco—are also being evaluated.

AFTERSCHOOL PROGRAMS FOR YOUTH

SELECTED RESOUCES

The following ten organizations are useful resources for youth professionals and citizens who are developing or expanding their programs during the out-of-school hours. In addition, many national youth organizations provide technical assistance, training, and perform clearinghouse functions. Together they represent a national network of resources for individuals working in youth development.

AMERICAN LIBRARY ASSOCIATION
YOUNG ADULT SERVICES DIVISION
50 EAST HURON STREET
CHICAGO, IL 60611
TELEPHONE: (312) 944-6780
FAX: (312) 664-7459
CONTACT: LINDA WADDLE, DEPUTY EXECUTIVE DIRECTOR

Public libraries, in addition to lending books, provide college and career information, reader advisory services for schools, personal computers, loans of videocassettes for older adolescents, summer reading programs, story hours, and reading lists. Libraries can address adolescents' needs by providing programs that include library-based clubs, self-care and self-reliance courses, drop-in activities, paid employment, and volunteer opportunities such as working with younger children. Libraries can conduct outreach campaigns to raise awareness of library and community resources for teens.

ASSOCIATION OF SCIENCE-TECHNOLOGY CENTERS (ASTC)
YOUTH ALIVE! INITIATIVE
1025 VERMONT AVENUE, NW
SUITE 500
WASHINGTON, DC 20005-3516
TELEPHONE: (202) 783-7200
FAX: (202) 783-7207
CONTACT: DEANNA B. BEANE, PROJECT DIRECTOR

The Youth Alive! (Youth Achievement through Learning, Involvement, Volunteering, and Employment) initiative aims to enhance the capacity of science centers and youth museums to reach adolescents, ages 10 to 17 years old, particularly those who are economically disadvantaged. The initiative provides opportunities for hands-on learning, volunteer work, and paid part-time work. Museums in over thirty cities have organized a network and are assisting one another in developing and expanding their youth programs. Most programs are developed and implemented in partnership with a community-based organization.

Established in 1978, the Center for Early Adolescence promotes the healthy growth and development of young adolescents in their homes, schools, and communities. The center provides information services, research, training, technical assistance, and leadership development for those who guide 10-to 15-year olds. The center provides research-based information about and referrals to exemplary programs. Center staff members are calling attention to the needs of adolescents during the out-of-school hours, and identifying, observing, and documenting high-quality afterschool programs for young adolescents.

CENTER FOR EARLY ADOLESCENCE
UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL
D-2 CARR MILL TOWN CENTER
CARRBORO, NC 27510
TELEPHONE: (919) 966-1148
FAX: (919) 966-7657
CONTACT: FRANK A. LODA, M.D., DIRECTOR

Founded in 1961, the Academy for Educational Development (AED) is an independent, nonprofit organization that addresses human development needs throughout the world. In 1990, the Academy established the Center for Youth Development and Policy Research in response to a compelling need to define and promote national and community strategies for positive youth development. The Center works to ensure the well being of disadvantaged children and youth in the United States. It searches for new solutions to youth problems by strengthening national, state, local and community leaders' capacity to develop policies, programs, and standards for practice that are supportive of young people.

CENTER FOR YOUTH DEVELOPMENT AND POLICY RESEARCH
ACADEMY FOR EDUCATIONAL DEVELOPMENT
1255 23RD STREET, NW
SUITE 400
WASHINGTON, DC 20037
TELEPHONE: (202) 884-8000
FAX: (202) 884-8404
CONTACT: KAREN JOHNSON PITTMAN, SENIOR VICE PRESIDENT

The Children's Aid Society is one of the country's oldest social welfare agencies. In 1989, the New York City Board of Education, Community School District 6, and the Children's Aid Society became partners in the creation of a full-service community middle school, I.S. 218, in the Washington Heights section of New York. This school serves approximately 1,200 students, most of whom are Hispanic/Latino and poor. It is organized into four academies of 300 students, each a self-contained unit on a separate floor. I.S. 218 is open from early in the morning until late at night, six days a week, year round. A full medical and dental clinic serves the students and their families. The afterschool program provides activities representing the priorities of the four academies—mathematics, science, and technology; business; expressive arts; and community service. Adult and family services are also offered. The Children's Aid Society is currently establishing a technical assistance capacity and clearinghouse that will offer information and assistance to those interested in establishing similar schools elsewhere.

CHILDREN'S AID SOCIETY
105 EAST 22ND STREET
NEW YORK, NY 10010
TELEPHONE: (212) 949-4917
FAX: (212) 460-5941
CONTACT: PHILIP COLTOFF, EXECUTIVE DIRECTOR

CHILDREN'S DEFENSE FUND
25 E STREET, NW
WASHINGTON, DC 20001
TELEPHONE: (202) 628-8787
FAX: (202) 662-3510
CONTACT: CLIFF JOHNSON, DIRECTOR OF PROGRAMS AND POLICY

The Children's Defense Fund (CDF) was established in 1973, to focus public attention on and advocate for programs and policies affecting the well-being of poor, minority, and disabled children. It focuses on health, education, child welfare, mental health, child care, adolescent pregnancy, family income, and youth employment. CDF collects and disseminates information and provides technical assistance to other child advocates, service providers, policymakers in the public and private sectors, and the media. It monitors state and federal policies on issues that affect children and families and brings class-action suits in selected cases. CDF provides information to the public and to special audiences through press conferences, testimony before legislative bodies, speeches, publications, special meetings, and an annual conference that attracts leaders from across the United States.

THE CONGRESS OF NATIONAL BLACK CHURCHES, INC.
1225 EYE STREET, NW
SUITE 750
WASHINGTON, DC 20005-3914
TELEPHONE: (202) 371-1091
FAX: (202) 371-0908
CONTACT: B. J. LONG, ACTING PROJECT DIRECTOR

The Congress of National Black Churches, established in 1978 to foster cooperation among the historically Black religious denominations, now includes more than 65,000 churches representing more than 19 million African Americans. Project SPIRIT is an interdenominational after-school program operating in 55 churches in five states—California, Georgia, Indiana, New York, and Minnesota—and the District of Columbia. The program has served more than 2,000 children, ages six to twelve, with tutorials aimed at strengthening their skills in reading, writing, and arithmetic and in building their self-esteem. It also organizes Saturday programs for parents and children and provides parent education programs stressing child and adolescent development, parent-child communication, discipline, and financial management.

NATIONAL CENTER FOR SERVICE LEARNING IN EARLY ADOLESCENCE
CASE/CUNY GRADUATE CENTER
25 WEST 43RD STREET
NEW YORK, NY 10036-8099
TELEPHONE: (212) 642-2946
FAX: (212) 354-4127
CONTACT: ALICE L. HALSTED, EXECUTIVE DIRECTOR

The National Center for Service Learning in Early Adolescence (NCSLEA) works to promote service learning for all young adolescents, ages 10 to 15 years old. The Helper Program is the Center's action arm and its testing ground for innovative programs designed to help young people discover that they can improve the quality of life in their communities. The Center creates materials, provides training and technical assistance, and is building a database that describes more than 150 national program models to support practitioners. The Helper Program creates opportunities for young adolescents to provide significant assistance in after-school programs for children, at senior centers, and in environmental, neighborhood improve-

ment, and tutoring programs. In all Helper Programs, every student participates in weekly reflection seminars based on curricula developed by the Center and led by trained adults.

COSSMHO was founded in 1973 by a group of mental health professionals who sought to improve community-based services for Hispanics. It is the only national Hispanic health and human services organization. COSSMHO sponsors community-based programs and interventions, supports university-based research, identifies policy concerns, develops and adapts materials, and trains Hispanic professionals and leaders. Ongoing national programs for youth include AIDS education, prevention of alcohol and substance abuse, prevention of child and sexual abuse, and adolescent pregnancy prevention. COSSMHO conducts national demonstration programs, serves as a source of information and technical assistance, and conducts policy analysis. COSSMHO works with community organizations in targeting local problems and in crafting culturally-sensitive solutions. COSSMHO maintains Hispanic Health Link, a computer bulletin board, to disseminate information to over 350 agencies throughout the United States.

NATIONAL COALITION OF HISPANIC HEALTH AND HUMAN SERVICE ORGANIZATIONS (COSSMHO)
1501 SIXTEENTH STREET, NW
WASHINGTON, DC 20036
TELEPHONE: (202) 387-5000
FAX: (202) 797-4353
CONTACT: JANE L. DELGADO, PRESIDENT AND CHIEF EXECUTIVE OFFICER

Since 1979, the School-Age Child Care Project at the Center for Research on Women at Wellesley College has been a national resource, clearinghouse, and disseminator of information on school-age child care. The project conducts research, provides technical assistance, offers training workshops and institutes for individuals and groups interested in starting or improving programs. The project has developed *Assessing School-Age Child Care Quality (ASQ)*, a resource that uses self-assessment instruments to assist with program improvement. *School-Age Child Care: An Action Manual for the 90s and Beyond* (1993), a widely used resource for program developers and policymakers provides examples of model programs, and presents guidance on the financing, staffing, and evaluation of local initiatives.

SCHOOL-AGE CHILD CARE PROJECT
CENTER FOR RESEARCH ON WOMEN
WELLESLEY COLLEGE
WELLESLEY, MA 02181-8259
TELEPHONE: (617) 283-2547
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